DOCUMENT RESUME

ED 286 599 PS 016 790

AUTHOR Wingard, Hal
TITLE Guidelines for Implementing the 240-Minute Kindergarten Program.
INSTITUTION San Diego City Schools, Calif.
PUB DATE 18 Jun 84
NOTE 16p.
PUB TYPE Guides - Classroom Use - Guides (For Teachers) (052)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Curriculum Development; Grouping (Instructional Purposes); Instructional Materials; *Kindergarten; Primary Education; *Program Implementation; *Scheduling; Teacher Role
IDENTIFIERS California (San Diego)

ABSTRACT

The purpose of this guide was to provide principals and teachers in San Diego, California with information and guidelines for implementing a 4-hour kindergarten program. Contained in the guide are suggestions for helping teachers (1) plan weekly time allotments in subject areas, (2) plan daily schedules, (3) group students for maximum learning, (4) use support personnel, and (5) implement curriculum content. (PCB)

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ED286599

GUIDELINES FOR IMPLEMENTING THE 240-MINUTE KINDERGARTEN PROGRAM

Advisory Committee

Batte Bouchér
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Ruben Carriedo
Irene Counts
Julie Croom
Nikki Engstrom
Beverly Foster
Jerry Hill
Paul Jenkins
Earle Krepelin
Pat Maredith
Hal Wingard
Judy Yandell

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SAN DIEGO CITY SCHOOLS
Educational Services Division

GUIDELINES FOR IMPLEMENTING THE 240-MINUTE KINDERGARTEN PROGRAM

June 18, 1984

I. Issue/Concern

To assure a core of commonality in implementing the recently adopted 240-minute kindergarten day, there is a need to publish and distribute guidelines for use by sites.

II. Background/Discussion

On January 17, 1984, the Board of Education lengthened the kindergarten day to a minimum of 240 minutes during the second semester of each school year, beginning in 1984-85. A proposal to prepare guidelines for implementing that action was approved by Superintendent's Cabinet on February 14. The proposal included creation of an advisory committee and employment of a consultant/chairperson. Also included was a timeline which called for printing of the guidelines during the month of June.

In compliance with the approved proposal, an advisory committee--consisting of seven kindergarten teachers, two resource teachers, one principal, one operations manager, the director of planning, and the director of basic education--was formed and met during the months of March and April to develop the guidelines.

Revisions were made in May based on telephone and mail critiques by committee members.

This draft of the current version of the guidelines comprises Appendix A of the report.

Cost of printing the guidelines is included in the 1983-84 planning budget.

III. Recommendations/Conclusion

It is recommended that the draft guidelines (Appendix A) be approved for printing and distribution to sites.

Prepared by Hal Wingard.

HBW:ma

PREFACE

A total of 42 elementary schools, including all minority isolated schools, currently conduct an instructional day of 240 or more minutes in kindergarten classes. On January 17, 1984, the Board of Education authorized that the kindergarten day in all schools consist of a minimum of 240 minutes during the second semester of each school year.

The purpose of this guide is to provide principals and teachers with information and guidelines for implementing that 240-minute instructional program. Contained in this guide are suggestions for helping teachers to

- Plan weekly time allotments in subject areas
- Plan daily schedules
- Group students for maximum learning
- Utilize support personnel
- Implement curriculum content

These guidelines contain the recommendations of a representative group of district teachers and administrators with extensive experience in early childhood education.

Teachers wishing further assistance should contact their principals.

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INTRODUCTION

A 240-minute instructional day provides teachers sufficient time to meet the developmental needs of students and to achieve the instructional goals established by San Diego City Schools for kindergarten.

Each child is a unique individual with inherent capabilities influenced by cultural background and previous learning experiences. The challenge to kindergarten teachers is to meet the daily needs of each child in the areas of physical, social, emotional, and intellectual growth. Appropriate activities and meaningful tasks must be provided to ensure continuous progress in all areas of the curriculum. When this is done, each child can acquire those skills and concepts that assure successful early learnings experiences--experiences that form the foundation for successful academic achievement in later years.

WEEKLY TIME ALLOTMENTS
(Beginning 1984-85 School Year)

The San Diego City Schools *Course of Study, K-12, 1984-85,* includes the following weekly time allotments for the kindergarten program:

SEMESTER I

1000 Minutes SUBJECT/ACTIVITY	Weekly Allocation in Minutes
Physical Education	100
Reading/ESL	300
Language	100
Mathematics	100
Social Studies	100
Science Health/Safety Computer Literacy[3]	100 mins. (to include 15 mins. a week for Computer Literacy)
Fine Arts (art, music, dance, drama)	100
Opening/Closing	50
Recess: Relief and Nutrition	50
TOTALS	1000

SEMESTER II

1200 Minutes[1] SUBJECT/ACTIVITY	Weekly Allocation in Minutes
Physical Education	100
Reading/ESL	300
Language[2]	150 / 100
Mathematics	200
Social Studies[2]	150 / 100
Science[2] Health/Safety Computer Literacy[3]	100 / 150 (to include 15 mins. a week for Computer Literacy)
Fine Arts[2] (art, music, dance, drama)	100 / 150
Opening/Closing	50
Recess: Relief and Nutrition	50
TOTALS	1200[4]

[1]Schools have the option of implementing the 240-minute schedule prior to semester II when there is support from staff and parents.

[2]Time allotments for these subject areas are flexible. Teachers may find that on certain days more time is needed in one area of the curriculum than in another.

[3]Inclusion of and/or amount of time has not been decided as of June 30, 1984.

[4]Subject/activity time allotments for AGP schools may vary from these guidelines. Kindergarten teachers in AGP schools are to implement the AGP guidelines.

SAMPLE DAILY SCHEDULES

When developing a class schedule, kindergarten teachers should consider district-required weekly time allotments for each subject area; arrival and departure times of students; provision of relief periods and lunch, when appropriate; and, other site and community needs.

The following schedules are samples to assist teachers in planning an instructional day. Care should be taken as schedules are developed so that the grouping of students provides for equity in placement. (See Grouping Students, page 6.)

SEMESTER I

(1000-minute week--200-minute day)

Option A

8:00 - 8:10	Opening	
8:10 - 9:10	Reading/ ESL	Three groups, rotated every 20 minutes: Group A Directed instruction by the teacher at the circle Group B Subject-reinforcement activities with students at desks (tables) Group C Developmental tasks with students at desks or interest centers
9:10 - 9:30	Math	Total group and small groups, depending on content and student needs
9:30 - 9:50	Language	Total group and small groups, depending on content and student needs
9:50 - 10:00	Recess	(Relief and Nutrition)
10:00 - 10:20	P.E.	
10:20 - 10:40	Social Studies	Teachers may combine these subject areas for in-depth study to include directed teaching, subject reinforcement, and developmental activities in large or small groups.
10:40 - 11:00	Science/ Health/ Safety	
11:00 - 11:20	Fine Arts (art, music, dance, drama)	
11:20	Dismissal	

Option B

8:30 - 8:40	Opening	
8:40 - 9:00	Social Studies	Teachers may combine these subject areas for in-depth study to include directed teaching, subject reinforcement and developmental activities in large or small groups. Alternate schedule might be: Social Studies: M W F Science/Health/Safety: T TH
9:00 - 9:20	Science/ Health/ Safety	
9:20 - 9:40	Fine Arts (art, music, dance, drama)	
9:40 - 10:00	Math	
10:00 - 10:10	Recess	(Relief and Nutrition)
10:10 - 10:30	P.E.	
10:30 - 11:30	Reading/ESL	
11:30 - 11:50	Language	
11:50 -	Dismissal	

SEMESTER II

(1200-minute week--240 minute day)

Option C (without lunch break)

8:00 - 8:10	Opening	
8:10 - 9:10	Reading/ ESL	Three groups, rotated every 20 minutes: Group A Directed instruction by the teacher at the circle Group B Subject-reinforcement activities with students at desks (tables) Group C Developmental tasks with students at desks or interest centers
9:10 - 9:50	Math	Two groups, rotated every 20 minutes: Group A Directed instruction by the teacher at the circle Group B Subject-reinforcement activities with students at desks (tables)
9:50 - 10:00	Recess	(Relief and Nutrition)
10:00 - 10:20	P.E.	
10:20 - 10:50	Social Studies	Teachers may combine these subject areas for in-depth study to include directed teaching, subject reinforcement, and developmental activities in large or small groups.
10:50 - 11:20	Science/ Health/ Safety	
11:20 - 11:40	Fine Arts (art, music, dance, drama)	
11:40 - 12:00	Language	
12:00	Dismissal	

Option D (with lunch break)

9:00 - 9:10	Opening	
9:10 - 9:40	Social Studies	Teachers may combine these subject areas for in-depth study to include directed teaching, subject reinforcement, and developmental activities in large or small groups. Alternate schedule might be: Social Studies: M W F; Science/Health/Safety: T TH
9:40 - 10:10	Science/ Health/ Safety	
10:10 - 10:30	Fine Arts (art, music, dance, drama)	
10:30 - 10:40	Recess	(Relief and Nutrition)
10:40 - 11:00	P.E.	
11:00 - 12:00	Reading/ ESL	Three groups, rotated every 20 minutes: Group A Directed instruction by the teacher at the circle Group B Subject-reinforcement activities with students at desks (tables) Group C Developmental tasks with students at desks or interest centers
12:00 - 12:40	Lunch	
12:40 - 1:20	Math	Two groups, rotated every 20 minutes: Group A Directed instruction by the teacher at the circle Group B Subject-reinforcement activities with students at desks (tables)
1:20 - 1:40	Language	
1:40	Dismissal	

ROLE OF THE TEACHER

Under direction of the principal, teachers are responsible for all student activities during the instructional day. Although subject-reinforcement activities may be assigned to an instructional aide, volunteer, or other support personnel, teachers have direct responsibility for the *overall instructional program.*

The active nature of kindergarten children requires that teachers provide a program that also includes time for self-selected developmental activities in which each child may explore the classroom environment. The 240-minute instructional day facilitates provision of such a program in all curriculum areas. Teachers may combine certain subject areas for in-depth study to include directed teaching followed by subject reinforcement and/or developmental tasks in small groups. As children engage in these tasks, it is important that teachers and aides circulate within the classroom to observe interests and abilities and give individual help when needed.

GROUPING STUDENTS

Throughout the 240-minute instructional day, the grouping of children depends upon the nature of the subject content as well as children's readiness, strengths, needs, and interests. Care should be taken to assure equity in placement, so that groupings are generally heterogeneous for ability and achievement levels, even for basic skills instruction. Groupings should not remain static but should be varied to encourage sharing of strengths across ability levels.

Directed instruction in the basic skills--reading/ESL, language, and math--generally requires that the teacher work with small groups to provide directed instruction. Other curriculum areas lend themselves to instruction with larger groups or with the whole class.

At times a child may need individual help, and the teacher must plan to provide for this need through the use of support personnel when the teacher is engaged in directed instruction with other groups of children.

The following chart shows ways of grouping children throughout the day:

SAMPLE GROUPING GUIDELINES

Curricular Area	Grouping Possibilities			
	One Group (Total)	Two Groups	Three Groups	Individual Small Groups
Opening	X			Groupings are flexible depending on nature of activity and need.
Reading			X	
Math	X	X		
Recess: Relief and Nutrition	X			
P.E.	X	X	X	
Fine Arts	X	X	X	
Language	X	X	X	
Social Studies	X	X	X	
Science/Health/Safety	X	X	X	

SUPPORT PERSONNEL IN THE CLASSROOM

Many elementary schools employ instructional aides for a portion of the day to assist teachers in the classroom.

The primary role of aides in the 240-minute instructional day is to assist teachers in monitoring students as they work on subject-reinforcement activities. This takes place while teachers provide directed instruction in reading, math, or language to a small group of students.

Aides may assist in monitoring students engaged in developmental activities following completion of directed instruction. These activities include varied tasks planned by the teacher to strengthen skills in all areas of the curriculum.

Parent volunteers, senior citizens, or cross-age tutors may assist kindergarten teachers when there is no instructional aide assigned to a kindergarten class. During semester II, aides will be assigned for one hour per day to assist teachers who are teaching a K/1 combination class.

Teachers are responsible for directed teaching; support personnel assist in monitoring activities engaged in by groups of students or individuals.

CURRICULUM MATERIALS

District- and state-adopted materials are available to kindergarten teachers for classroom use. The following curriculum materials are appropriate for the kindergarten instructional program:

I. District-adopted Guides and Curriculum Materials

Catalog of Curriculum Publications, Stock No. 41-C-7785
(San Diego City Schools, 1984-85)

This catalog lists numerous guides and materials for supplemental use in implementing the instructional program in kindergarten. Teachers are provided a comprehensive selection of materials to supplement district-adopted texts. Each school site is supplied one or more copies for teacher use in ordering the materials and/or guides.

II. State-adopted Basic Instructional Materials (by subject areas)

Art

None. Refer to district *Catalog of Curriculum Publications* (Stock No. 41-C-7785) for supplemental instructional materials.

Health

None. Refer to district *Catalog of Curriculum Publications* (Stock No. 41-C-7785) for supplemental instructional materials.

Language

Macmillan English Series E, Macmillan Publishing Co., Inc., 1980

Skills Practice Masters
Teacher Edition
Classroom Posters (4)

Math

School Mathematics K-8, Holt, 1974

Kindergarten Text (consumable)
Teacher Edition

Investigating School Mathematics, Addison-Wesley, 1973

Student Text (consumable)
Teacher Edition

(Math, continued)

Mathematics for Individual Achievement, Houghton-Mifflin, 1977-78

Kindergarten Text (consumable)
Teacher's Annotated Edition

Mathematics Around Us, Scott Foresman, 1974

Kindergarten Student Book (consumable)
Kindergarten Activities Approach (consumable)
Teacher's Edition (consumable)

Heath Mathematics, D.C. Heath & Co., 1981

Student Edition (consumable)
Big Book
Teacher's Edition (25 pupil texts free)

Mathematics in Our World, Addison-Wesley, 1981

Student Edition (consumable)
Big Book
Teacher Edition and Resource Book
Duplicating Masters

Scott, Foresman Mathematics, Scott, Foresman, 1980

Student Edition California revision (consumable)
Big Book California revision
Teacher Edition (25 pupil texts free)
Student Edition (Spanish)
Teacher Edition (Spanish, 25 pupil texts free)

Music

Spectrum of Music, Macmillan Publishing Co., Inc., 1980

Teacher's Resource Book
Records

Physical Education

California State Department of Education, 1978
Physical Education for Children in California Public Schools
(ages 4-9)

Kindergarten teachers need to confer with the site principal to determine which math program is to be used.

Reading

Getting Ready to Read, Houghton Mifflin, 1983

Big Book, Part 1 (charts)
Big Book, Part II (charts)
Teacher Guide
Practice Books
Practice Book Teacher Edition
Practice Book Teacher Edition (additional copies)
Checkpoints (consumable test packets)
Picture Cards
Reading Bonus (duplicating masters)
Letter and Word Cards
Parent Letters & Activities (English blackline masters)
Cumulative Individual Reading Record Folder (package of 35)

Science

Beginnings, Delta, 1979

Kindergarten Kit, a science kit that is prescheduled and automatically delivered to the school site. (Confer with principal to determine the time block by referring to "Schedule of Instruction.")

Social Studies

My World and Me, Silver Burdett Co., 1983

Classroom set (activity sheets for classroom of 30 pupils plus teacher's manual)
Picture Packet